Grade 1 English Language Arts Item Specifications

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. Priority standards appear in blue in this document.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 1 English Language Arts Priority Standards
Reading

Grade 1 English Language Arts: Priority Standard	1.R.1.A.c
1 **A** **MLS** **c**	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: seeking clarification and locating facts and details about stories and other texts

Expectation Unwrapped	DOK Ceiling – 2
The student will develop and demonstrate reading skills in response to reading text and read-alouds by supporting their thinking with textual evidence when reading or listening to informational and literary texts.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas • Textual evidence: e.g., facts and details	• What is the main idea in the story? How do you know? • Think about the prediction you made. Was your prediction correct? What detail supports/does not support that prediction? • Look at the title of the story. What is a question you have about the story? After reading, was your question answered? • Previewing the story: I see _____. I think _____. I wonder _____.

Grade 1 English Language Arts: Priority Standard	1.R.1.A.d

1 A MLS d	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: retelling main ideas in sequence including key details

Expectation Unwrapped	DOK Ceiling – 2
• The student will develop and demonstrate reading skills in response to reading text and read-alouds by retelling the key details in sequential order. • The student will develop and demonstrate reading skills in response to reading text and read-alouds by retelling main ideas in sequential order.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas • Can be up to two grade levels above for read-alouds	• Provide key details/events from the story, leaving one detail/event blank. Students provide the answer to the missing detail/event. • Using picture cards, sort the key details/events from the story in order.

Grade 1 English Language Arts: Priority Standard	1.R.1.B.b

1 B MLS b	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: identifying common root words and their inflectional endings

Expectation Unwrapped	DOK Ceiling – 1
The student will develop an understanding of vocabulary by identifying common root words and their inflectional endings in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
- Root (base) words are determined by individual districts. - A base word can stand alone as a word. - Inflectional ending: a letter or group of letters added to the end of a base word to change its meaning (e.g., -s, -ed, -ing) - Example: In the word helping, the root (base) word is help and the inflectional ending is -ing.	- What is the root word of _____? - What is the inflectional ending of the word _____?

Grade 1 English Language Arts: Priority Standard	1.R.1.B.i

1 **B** **MLS** **i**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: using words and phrases acquired through conversations, reading and being read to, and responding to texts

Expectation Unwrapped	DOK Ceiling – 2
The student will develop an understanding of vocabulary by using grade-level appropriate vocabulary learned through independent reading or read-alouds, to respond to and converse appropriately.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas • Use mentor text and modeling to develop this skill.	• What does the word _____ mean in the sentence?

Grade 1 English Language Arts: Priority Standard		1.R.1.D.a
1 **D** **MLS** **a**	**Develop and apply skills to the reading process.** **Independent Text** Read independently for multiple purposes over sustained periods of time by: engaging with and reading text that is developmentally appropriate	

Expectation Unwrapped	DOK Ceiling – 2
The student will read independently for multiple purposes over sustained periods of time by engaging with and reading text that is developmentally appropriate.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed • Cross-curricular ties with all subject areas	

Grade 1 English Language Arts: Priority Standard		1.R.1.D.b
1 **D** **MLS** **b**	**Develop and apply skills to the reading process.** **Independent Text** Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	

Expectation Unwrapped	DOK Ceiling – 2
The student will read independently for multiple purposes over sustained periods of time and produce evidence of reading.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Locally assessed — Evidence of the standard can be based on discussion, reading response journal, student questioning, anecdotal notes, etc. • Cross-curricular ties with all subject areas • Evidence of reading: e.g., asking and answering relevant questions	**Sample Stems**

Grade 1 English Language Arts: Priority Standard	1.R.2.A.a

2 **A** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe characters, setting, problem, solution, and events in logical sequences

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, analyze, and/or draw conclusions to describe character(s) within a text. • The student will read, infer, analyze, and/or draw conclusions to describe the setting within text. • The student will read, infer, analyze, and/or draw conclusions to describe a problem and solution within a text. • The student will read, infer, analyze, and/or draw conclusions to describe a sequence of events within a text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced **Text Types** **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
• Inference: assumption based on available information • Analyze: to study or examine carefully • Draw conclusions: using information that is applied or inferred to make meaning out of what isn't clearly stated • When assessing this standard, students will independently read a grade level text.	• How do you think [CHARACTER] is feeling [AT POINT IN STORY]? How do you know? Use evidence from the text and pictures. • In the story _____, these traits describe a character. • [LIST OF EXPLICIT AND IMPLICIT TRAITS] • Which character from the story do these traits describe? • Choose the words that describe [CHARACTER]. • Which word does not describe the character/setting/problem/solution? • Provide key events from the story, leaving one event blank. Which key event is missing? • What is the problem/solution/setting in the story? How do you know? Use the text and illustrations to support your answer. (Students underline/circle/highlight in the story.) • What steps does [CHARACTER] take to solve the problem of _____? • How would you solve the problem in the story? • If the setting of the story were changed, how would the problem/solution/characters change?

Grade 1 English Language Arts: Priority Standard	1.R.2.A.b

2 A MLS b	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe the main idea of a story

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, analyze, and/or draw conclusions to describe the main idea of a story in a fiction text, poem, or drama. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries • When assessing this standard, students will independently read a grade level text.	**Sample Stems** • What is the main idea of the story? • What details in the story support the main idea? • What did the author want the reader to learn from the story?

Grade 1 English Language Arts: Priority Standard	1.R.2.A.g

2 A MLS g	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: compare and contrast adventures and experiences of characters in stories

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, analyze, and/or draw conclusions to compare and contrast characters, their adventures, and experiences from two different stories in texts. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas • Recommendations to begin this standard with comparing/contrasting with one book • After teaching with one text, build up to two texts (comparisons between fractured fairy tale stories) • When assessing this standard, students will independently read a grade level text.	• How are _____ and _____ different? • How are _____ and _____ the same? • Use a Venn diagram to compare and contrast _____ and _____. • How are the adventures of the characters alike and different?

Grade 1 English Language Arts: Priority Standard	1.R.3.A.b

3 A MLS b	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words

Expectation Unwrapped	DOK Ceiling – 2
• The student will identify text features. • The student will read, infer, and/or draw conclusions to explain what the facts and/or details are within the text. • The student will read, infer, and/or draw conclusions with the text features to distinguish whether those facts and/or details are provided by pictures or with words in text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs, bold print, diagrams, labels	• Provide a page from a nonfiction book that contains text and one text feature (e.g., a page about a bird and a diagram with bird parts labeled). List one part of a bird. Where did you find the answer? • What can you learn about in the [TEXT FEATURE]? • What does the picture tell you about _____ that is not in the text? • What fact does the [DIAGRAM, CHART, GRAPH, ETC.] support?

Grade 1 English Language Arts: Priority Standard	1.R.3.A.c

3 A MLS c	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: use text features to locate specific information in text

Expectation Unwrapped	**DOK Ceiling** – 1
• The student will identify text features. • The student will read, infer, and/or draw conclusions to use text features to find specific information within a text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Cross-curricular ties with science and social studies • Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs, bold print, diagrams, labels	• Provide a table of contents. What page would you go to in order to learn about _____? • Who is the author/illustrator of the story? • Where can a reader find facts about _____?

Grade 1 English Language Arts: Priority Standard	1.R.3.C.b

3 C MLS b	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, and draw conclusions to: identify main ideas and provide supporting details

Expectation Unwrapped	DOK Ceiling – 2
- The student will read, infer, and/or draw conclusions to identify main ideas within a nonfiction text. - The student will read, infer, and/or draw conclusions to provide supporting details for the main idea of a nonfiction text. - The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries Cross-curricular ties with science and social studies	**Sample Stems** - What is the main idea of the passage? - The main idea of the passage is _____. What are three details that support the main idea? - What does the passage say about _____? - Look at the pictures. [PROVIDE THREE PICTURES] Which picture happened first/last?

Reading Foundations

Grade 1 English Language Arts: Priority Standard	1.RF.2.A.a
2 **A** **MLS** **a**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: producing and identifying sounds and syllables in spoken words

Expectation Unwrapped	DOK Ceiling – 1
• The student will develop phonemic awareness in the reading process by being able to produce and identify sounds within a spoken word. • The student will develop phonemic awareness in the reading process by being able to produce and identify syllables within a spoken word.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Students need to know letters and letter sounds. • Students need to understand what a syllable is. • Questions should be given and produced orally.	**Sample Stems** • Say cat [OR OTHER CVC WORD]. What sound do you hear at the beginning/middle/end of cat? • Say hobnob. How many syllables are in the word hobnob?

Grade 1 English Language Arts: Priority Standard	1.RF.2.A.b

2 **A** **MLS** **b**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: distinguishing between long and short vowel sounds	

Expectation Unwrapped	DOK Ceiling – 1
• The student will be able to develop phonemic awareness in the reading process by distinguishing whether a word has a long or short vowel sound. • The student will be able to develop phonemic awareness in the reading process by distinguishing which long or short vowel sound is used within a word.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Students need to know their long and short vowel sounds. • Questions should be given and produced orally.	• Listen to the word _____. Does that word have a short vowel or long vowel sound? • Listen to the word [WORD WITH LONG OR SHORT VOWEL SOUND]. What vowel sound do you hear? • Of these three words, which word has a long vowel sound?

Grade 1 English Language Arts: Priority Standard	1.RF.2.A.c

2 **A** **MLS** **c**	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: recognizing the change in a spoken word when a specific phoneme is added, changed, or removed

Expectation Unwrapped	**DOK Ceiling** – 1
The student will be able to develop phonemic awareness in the reading process by recognizing changes in a spoken word when a specific phoneme is added, changed, or removed.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Example of added, changed, or removed phoneme: cat—hat; pan—an • Questions should be given and produced orally.	**Sample Stems** • Say cat. Say cat but don't say /c/. (at) • Say cat. Say cat but say /h/ instead of /c/. (hat) • Say at. Say at but add /s/ to the beginning. (sat)

Grade 1 English Language Arts: Priority Standard	1.RF.2.A.d

2 A MLS d	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: blending spoken phonemes to form one- or two-syllable words including consonant blends

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonemic awareness in the reading process by blending spoken phonemes to form one- or two-syllable words with and without consonant blends.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Consonant blends: two or more letters that retain their individual sounds (e.g., sp, st, tr) • Questions should be given and produced orally.	• Listen while I say the sounds /c/ /a/ /t/. What word do you make when you put the sounds together? • Listen while I say the sounds /s/ /p/ /ī/ /d/ /er/. What word do you make when you put the sounds together?

Grade 1 English Language Arts: Priority Standard	1.RF.2.A.e

2 A MLS e	**Understand how English is written and read.** **Phonemic Awareness** Develop phonemic awareness in the reading process by: segmenting spoken words of three to five phonemes into individual phonemes

Expectation Unwrapped	**DOK Ceiling** – 1
The student will develop phonemic awareness in the reading process by segmenting spoken words into individual phonemes — words need to be three to five phonemes in length.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	**Sample Stems**
• Words and blends as determined by individual districts (e.g., splat = s-p-l-a-t). • Questions should be given and produced orally.	• Say cat. What sounds do you hear in the word cat?

Grade 1 English Language Arts: Priority Standard		1.RF.3.A.a
3 **A** **MLS** **a**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: decoding words in context by using letter-sound knowledge	

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by decoding words in a text, using letter-sound knowledge.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Students need to have an understanding of letters and their corresponding sounds. Decoding: the process that a reader uses to recognize new words • Text difficulty should be dependent on skills that have been taught.	**Sample Stems**

Grade 1 English Language Arts: Priority Standard		1.RF.3.A.b
3 **A** **MLS** **b**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: identifying letters for the spelling of short and long vowels	

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by identifying letters to spell words with long and short vowels.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Students need to know letters and their corresponding sounds.	• Students sort a list of vowels and vowel pairs into long and short vowel categories (e.g., "a," "ai," "o," "oa").

Grade 1 English Language Arts: Priority Standard	1.RF.3.A.c

3 A MLS c	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: producing consonant blends

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by producing consonant blends in speaking and writing.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Words and blends as determined by individual districts (e.g., bl, st).	**Sample Stems** • Spell the word [STEP, CLAP, LAST, ETC.].

Grade 1 English Language Arts: Priority Standard	1.RF.3.A.d

3 A MLS d	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: producing consonant digraphs

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by producing consonant blends in speaking and writing.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Words and blends as determined by individual districts. • Consonant digraphs: two letters that make one sound (e.g., ch, tch, sh, th, wh, ck, dge)	• Spell the word [CHIP, THIS, FISH, WITCH, ETC.].

Grade 1 English Language Arts: Priority Standard	1.RF.3.A.e

3 A MLS e	Understand how English is written and read. **Phonics** Develop phonics in the reading process by: combining sounds from letters and common spelling patterns to create and decode recognizable words

Expectation Unwrapped	DOK Ceiling – 1
• The student will develop phonics in the reading process by combining sounds with letters and common spelling patterns to decode recognizable words, consonant blends, and long and short vowel patterns in text. • The student will develop phonics in the reading process by combining sounds with letters and common spelling patterns to create recognizable words, consonant blends, and long and short vowel patterns in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Words, patterns, and blends as determined by individual districts. • Vowel patterns: e.g., –ain, rain, train	• Spell the word [WORD WITH TAUGHT SPELLING PATTERN].

Grade 1 English Language Arts: Priority Standard	1.RF.3.A.f

3 A MLS f	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: using syllabication patterns to decode words

Expectation Unwrapped	**DOK Ceiling** – 1
The student will develop phonics in the reading process by using syllabication patterns to decode words in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Words and patterns as determined by individual districts. • Syllabication patterns: closed syllable, open syllable, vowel-consonant-e, vowel team	

Grade 1 English Language Arts: Priority Standard	1.RF.3.A.j

3 A MLS j	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading high-frequency words

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by reading high-frequency words in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary:** e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational:** e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • High-frequency words as determined by individual districts.	**Sample Stems**

Writing

Grade 1 English Language Arts: Priority Standard	1.W.1.B.a

1 B MLS a	**Apply a writing process to develop a text for audience and purpose.** **Draft** Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into sentences and staying on topic throughout the text

Expectation Unwrapped	DOK Ceiling – 3
• The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by taking their brainstorming draft and key details and placing them in sequential order. • The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by taking their sequential details and forming them into complete sentences. • The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by staying on topic throughout the writing.	**Item Format** Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. • Cross-curricular ties with science and social studies • The writing process is not genre specific; it applies to all writing.	• How will you organize the ideas for your story? • Do the details in the graphic organizer support the main idea? • Use your graphic organizer to organize your ideas.

Grade 1 English Language Arts: Priority Standard	1.W.1.B.b

1 B MLS b	**Apply a writing process to develop a text for audience and purpose.** **Draft** Appropriate to genre type, develop a draft from prewriting by: generating evidence of a simple opening and simple closing

Expectation Unwrapped	DOK Ceiling – 2
The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by showing evidence of a simple opening and simple closing within writing.	**Item Format** Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. • The writing process is not genre specific; it applies to all writing. • Cross-curricular ties with science and social studies. • Simple opening: topic sentence • Simple closing: concluding sentence	• Using a graphic organizer, write an opening sentence. • What sentence would you use to hook the reader? • Using a graphic organizer, write a closing sentence.

Grade 1 English Language Arts: Priority Standard		1.W.1.C.a
1 **C** **MLS** **a**	**Apply a writing process to develop a text for audience and purpose.** **Revise/Edit** Reread, revise, and edit drafts with assistance from adults/peers to: respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing	

Expectation Unwrapped	DOK Ceiling – 2
• The student, with assistance from adults and/or peers, will reread to revise a written piece and respond to questions and suggestions from self, adults, and/or peers. • The student, with assistance from adults and/or peers, will reread to edit a written piece and respond to questions and suggestions from self, adults, and/or peers.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems

• Cross-curricular ties with science and social studies
• The writing process is not genre specific; it applies to all writing.
• Students need to realize that revising and editing are two different tasks.
  o Revising: strengthening and reworking the content of a text by clarifying meaning and adding details; ARMS—Add (sentences, words), Remove (unneeded words or sentences), Move (sentence or word placement), Substitute (words or sentences for others)
  o Editing: editing for conventions of spelling, grammar, punctuation, capitalization; CUPS— Capitalization (names, places, months, titles, the word "I"), Usage (match nouns and verbs correctly so they make sense), Punctuation (ending marks, commas, quotation marks), Spelling (check all words, use a dictionary)	

Grade 1 English Language Arts: Priority Standard		1.W.1.C.b
1 **C** **MLS** **b**	**Apply a writing process to develop a text for audience and purpose.** **Revise/Edit** Reread, revise, and edit drafts with assistance from adults/peers to: edit by leaving spaces between words in sentences	

Expectation Unwrapped	DOK Ceiling – 1
The student will reread, revise, and edit drafts with assistance from adults/peers to edit a written piece by leaving appropriate spaces between words in sentences.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies • The writing process is not genre specific; it applies to all writing.	**Sample Stems**

Grade 1 English Language Arts: Priority Standard		1.W.1.C.c
1 **C** **MLS** **c**	**Apply a writing process to develop a text for audience and purpose.** **Revise/Edit** Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions	

Expectation Unwrapped	DOK Ceiling – 2
The student will reread, revise, and edit drafts with assistance from adults/peers to edit for language conventions within a written piece.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies • The writing process is not genre specific; it applies to all writing. • Language conventions: e.g., capitalization, punctuation, spelling, grammar, usage	**Sample Stems**

Grade 1 English Language Arts: Priority Standard	1.W.2.A.a

2 A MLS a	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: introduce a topic or text being studied

Expectation Unwrapped	DOK Ceiling – 3
The student will write an opinion piece appropriate for audience and purpose about a topic or text being studied.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process.	• Write a letter telling the principal why your class needs _____. • What are you going to write about? • Whom are you writing for? • What do you hope to gain from the writing? • Did you use an opening sentence that conveys your opinion?

Grade 1 English Language Arts: Priority Standard	1.W.2.A.b

2 A MLS b	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: state an opinion about the topic or text and provide a reason for the opinion

Expectation Unwrapped	DOK Ceiling – 3
• The student will state an opinion about the topic in an opinion piece appropriate for audience and purpose. • The student will write an opinion piece that provides a reason for the opinion.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process.	• My favorite character is _____ because _____. • If I could be anyone, I would be _____ because _____. • My favorite part of the book is _____ because _____. • Suggested beginning sentences: • I prefer _____. • I believe _____. • I think _____. • In my opinion, _____. • Everyone should _____. • _____ is the best/worst.

Grade 1 English Language Arts: Priority Standard		1.W.2.A.c
2 **A** **MLS** **c**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: use some specific words that are related to the topic	

Expectation Unwrapped	DOK Ceiling – 2
The student will use specific words that are related to the topic in an opinion piece appropriate for audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process.	• Did you use words that support your opinion? • Is your writing appropriate for your audience?

Grade 1 English Language Arts: Priority Standard		1.W.2.A.d
2 **A** **MLS** **d**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: follow a sense of order in writing	

Expectation Unwrapped	DOK Ceiling – 3
The student will follow a sense of order/transition to add details appropriate for audience and purpose in an opinion piece.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Examples of order/transition words: first, next, then, last	• Underline the transition words in the text.

Grade 1 English Language Arts: Priority Standard		1.W.2.A.e
2 **A** **MLS** **e**	**Compose well-developed writing texts for audience and purpose.** **Opinion/Argumentative** Write opinion texts that: provide some sense of closure	

Expectation Unwrapped	DOK Ceiling – 3
The student will provide some sense of closure appropriate for audience and purpose in an opinion piece.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process.	• What is the best way to show the reader your writing is finished?

Grade 1 English Language Arts: Priority Standard	1.W.2.B.a

2 **B** **MLS** **a**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: introduce a topic or text being studied and supply facts

Expectation Unwrapped	DOK Ceiling – 3
• The student will write an informative/explanatory piece appropriate for audience and purpose about a topic or text being studied. • The student will write an informative/explanatory piece appropriate for audience and purpose and supply facts based on the topic.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types Nonfiction text (e.g., science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Informative writing: conveys factual information • Explanatory writing: uses procedures and processes to convey information • Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	• What is your writing topic? • What facts will you include about your topic? • Where will you find the facts for the writing?

Grade 1 English Language Arts: Priority Standard	1.W.2.B.b

2 B MLS b	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: use some specific words that are related to the topic	

Expectation Unwrapped	DOK Ceiling – 2
• The student will use specific words that are related to the topic in an informative/explanatory piece appropriate for audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types Nonfiction text (e.g., science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Informative writing: conveys factual information • Explanatory writing: uses procedures and processes to convey information • Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	• What are you going to write about? • Whom are you writing for? • What do you hope to gain from the writing? • How are you going to inform your audience?

Grade 1 English Language Arts: Priority Standard	1.W.2.B.c

2 **B** **MLS** **c**	**Compose well-developed writing texts for audience and purpose.** **Informative/Explanatory** Write informative/explanatory texts that: follow a sense of order in writing

Expectation Unwrapped	DOK Ceiling – 3
• The student will follow a sense of order/transition to add details appropriate for audience and purpose in an informative/explanatory piece.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types Nonfiction text (e.g., science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Informative writing: conveys factual information • Explanatory writing: uses procedures and processes to convey information • Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	• How does your writing use transition words or a sense of order?

Grade 1 English Language Arts: Priority Standard	1.W.2.B.d

2 B MLS d	Compose well-developed writing texts for audience and purpose. **Informative/Explanatory** Write informative/explanatory texts that: create some sense of closure

Expectation Unwrapped	DOK Ceiling – 3
• The student will provide some sense of closure appropriate for audience and purpose in an informative/explanatory piece.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types Nonfiction text (e.g., science, social studies)

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Informative writing: conveys factual information • Explanatory writing: uses procedures and processes to convey information • Examples of informative/explanatory writing: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night. Explain how to . . . take care of a pet, make a bed, make a PBJ sandwich, etc.	• What is the best way to show the reader your writing is finished?

Grade 1 English Language Arts: Priority Standard	1.W.2.C.a

2 **C** **MLS** **a**	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: narrate a story or experience

Expectation Unwrapped	DOK Ceiling – 3
• The student will write fiction or nonfiction narratives that narrate a story or experience for appropriate audience and purpose. • The student will write fiction or nonfiction poems that narrate a story or experience for appropriate audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• The student will use the writing process. • Cross-curricular ties with science and social studies • Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). • Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	• What is your story going to be about?

Grade 1 English Language Arts: Priority Standard	1.W.2.C.b

2 C MLS b	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use details to describe the story or experience

Expectation Unwrapped	DOK Ceiling – 3
• The student will write fiction or nonfiction narratives that use details to describe the story or experience for appropriate audience and purpose. • The student will write fiction or nonfiction poems that use details to describe the story or experience for appropriate audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). • Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	• Who are your characters? • What is your setting? • What is the problem and solution? • Do you have details in your story?

Grade 1 English Language Arts: Priority Standard	1.W.2.C.c

2 C MLS c	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: place events in the order they occurred

Expectation Unwrapped	DOK Ceiling – 3
• The student will write fiction or nonfiction narratives for appropriate audience and purpose that place events in the order in which they occurred (sequence). • The student will write fiction or nonfiction poems for appropriate audience and purpose that place events in the order in which they occurred (sequence).	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
• Cross-curricular ties with science and social studies • The student will use the writing process. • Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). • Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	• Does your story have a beginning, middle, and end?

Grade 1 English Language Arts: Priority Standard	1.W.2.C.d

2 C MLS d	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use linking words to indicate beginning/middle/end

Expectation Unwrapped	DOK Ceiling – 2
• The student will write fiction or non-fiction narratives for appropriate audience and purpose using linking words to indicate beginning, middle, and end. • The student will write fiction or non-fiction poems for appropriate audience and purpose using linking words to indicate beginning, middle, and end.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Examples of linking/transition words: first, next, last • Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). • Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	• Does your story include transition words?

Grade 1 English Language Arts: Priority Standard	1.W.2.C.e

2 C MLS e	Compose well-developed writing texts for audience and purpose. **Narrative/Literary** Write fiction or non-fiction narratives and poems that: use words that are related to the topic

Expectation Unwrapped	DOK Ceiling – 2
• The student will write fiction or nonfiction narratives that use words that are related to the topic of the written piece for appropriate audience and purpose. • The student will write fiction or nonfiction poems that use words that are related to the topic of the written piece for appropriate audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). • Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	

Grade 1 English Language Arts: Priority Standard	1.W.2.C.f

2 C MLS f	**Compose well-developed writing texts for audience and purpose.** **Narrative/Literary** Write fiction or non-fiction narratives and poems that: provide a reaction to what happened in the events

Expectation Unwrapped	DOK Ceiling – 3
- The student will write fiction or nonfiction narratives that provide a reaction to what happened within the events in the written piece appropriate to audience and purpose. - The student will write fiction or nonfiction poems that provide a reaction to what happened within the events in the written piece appropriate to audience and purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
- Cross-curricular ties with science and social studies - The student will use the writing process. - Examples of reactions: "their thoughts," "their reasons" - Narrative writing: conveys experiences, either real or imaginary; uses time as its deep structure; relates a story or a personal essay. Can be used to inform, describe, instruct, persuade, or entertain (e.g., anecdote, autobiography, memoirs). - Literary nonfiction writing: genre of writing that uses literary styles and techniques to create factually accurate narrative (e.g., biography, memoirs, personal experiences)	- Does your writing have words that show emotions? - What is the conclusion to your story?

Grade 1 English Language Arts: Priority Standard	1.W.3.A.c

3 A MLS c	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: gather personal and natural evidence from available sources as well as from interviews with local experts

Expectation Unwrapped	DOK Ceiling – 3
The student will, with assistance, apply the research process to gather personal and natural evidence from a variety of available sources as well as from interviews with local experts.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., nonfiction texts, articles, websites

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Example of natural evidence: text-based evidence	• After listening to the guest speaker/reading passage/video clip, what is a question you could ask about the topic? • After listening to the guest speaker/reading passage/video clip, what are two facts you can use for your writing? • Complete the graphic organizer using the facts you learned from the guest speaker/reading passage/video clip.

Language

Grade 1 English Language Arts: Priority Standard		1.L.1.A.g
1 **A** **MLS** **g**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: produce complete simple and compound sentences	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to produce complete simple sentences. • The student will, in speech and written form, apply standard English grammar to produce complete compound sentences. • The student will need to know how to communicate using complete sentences in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Simple sentence: a sentence with one subject and one verb that forms a complete thought • Compound sentence: a sentence that contains more than one subject and/or verb with a conjunction • Teaching the grammar within the writing helps students make a connection. • Conjunctions must be taught prior to this.	**Sample Stems** • Students respond to a prompt or question in a complete simple or compound sentence.

Grade 1 English Language Arts: Priority Standard	1.L.1.B.b

1 B MLS b	Communicate using conventions of English language. **Punctuation, Capitalization, Spelling** In written text: use ending punctuation

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, use ending punctuation.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Students must have prior knowledge of ending punctuation, as taught in kindergarten. (Correctly identify and use a period, question mark, and exclamation point.)	• Write the correct punctuation mark at the end of the sentence. • Choose the sentence with the correct punctuation mark at the end. • Choose the sentence with the wrong punctuation mark at the end.

Grade 1 English Language Arts: Priority Standard		1.L.1.B.c
1 **B** **MLS** **c**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: capitalize the first letter of others' first and last names	

Expectation Unwrapped	DOK Ceiling – 1
The student will capitalize the first letter of others' first and last names in text and in own writing.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems** • Circle the word in the sentence that should be capitalized. (Example: Can ned go to the park?)

Speaking/Listening

Grade 1 English Language Arts: Priority Standard	1.SL.3.A.c
3 **A** **MLS** **c**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and other media by retelling and asking appropriate questions

Expectation Unwrapped	DOK Ceiling – 2
The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by retelling and asking appropriate/relevant questions to confirm comprehension of read-alouds and other media during collaborative discussions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Assessed by teacher observation and/or rubric • Cross-curricular ties with all subject areas • Media: e.g., short audio, video clips	• After listening to the book, what questions do you have? • If you were able to interview [CHARACTER FROM THE BOOK], what questions would you ask? • After watching the video clip, what questions would you ask if you wanted to learn more?

Grade 1 English Language Arts Content Standards
Reading

Grade 1 English Language Arts: Content Standard	1.R.1.A.a

1 A MLS a	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: predicting what will happen next using prior knowledge

Expectation Unwrapped	**DOK Ceiling** – 2
• The student will develop and demonstrate reading skills in response to reading text and read-alouds by using prior knowledge based on personal experience. • The student will develop and demonstrate reading skills in response to reading text and read-alouds by using prior knowledge to predict what will happen next.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.1.A.b
1 **A** **MLS** **b**	**Develop and apply skills to the reading process.** **Comprehension** Develop and demonstrate reading skills in response to reading text and read-alouds by: asking and responding to relevant questions	

Expectation Unwrapped	DOK Ceiling – 2
• The student will develop and demonstrate reading skills in response to reading text and read-alouds by asking relevant (text-dependent) questions. • The student will develop and demonstrate reading skills in response to reading text and read-alouds by responding to relevant (text-dependent) questions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.1.A.e

1 A MLS e	Develop and apply skills to the reading process.
	Comprehension
	Develop and demonstrate reading skills in response to reading text and read-alouds by:
	recognizing beginning, middle, and end

Expectation Unwrapped	DOK Ceiling – 2
• The student will develop and demonstrate reading skills in response to reading text and read-alouds by recognizing the beginning, middle, and/or end of a text after listening to a read-aloud. • The student will develop and demonstrate reading skills in response to reading text and read-alouds by recognizing the beginning, middle, and/or end of a text after reading a text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas • Text can be fiction or nonfiction but if nonfiction, it should have a narrative structure.	

Grade 1 English Language Arts: Content Standard	1.R.1.A.f

1 A MLS f	Develop and apply skills to the reading process.
	Comprehension
	Develop and demonstrate reading skills in response to reading text and read-alouds by:
	monitoring comprehension and making corrections and adjustments when that understanding breaks down

Expectation Unwrapped	DOK Ceiling – 3
• The student will develop and demonstrate reading skills in response to reading text and read-alouds by monitoring comprehension by using background knowledge, generating questions, and rereading a part aloud. • The student will develop and demonstrate reading skills in response to reading text and read-alouds by making corrections and adjustments when understanding breaks down by using background knowledge, generating questions, and rereading a part aloud.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Locally assessed • Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.1.B.a

1 B MLS a	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: using common affixes to figure out the meaning of a word

Expectation Unwrapped	DOK Ceiling – 1
The student will develop an understanding of vocabulary by using common affixes to figure out the meaning of a word in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Affixes (prefixes/suffixes) are determined by individual districts.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.1.B.c
1 **B** **MLS** **c**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: identifying words that name actions and words that name persons, places, or things	

Expectation Unwrapped	DOK Ceiling – 1
The student will develop an understanding of vocabulary by identifying words that name actions (verbs) and words that name persons, places, or things (nouns) in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.1.B.d

1 B MLS d	Develop and apply skills to the reading process.
	Vocabulary
	Develop an understanding of vocabulary by:
	recognizing that compound words are made up of shorter words

Expectation Unwrapped	DOK Ceiling – 1
The student will, using text, develop an understanding of vocabulary by recognizing that compound words are made up of two shorter words.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	Sample Stems

Grade 1 English Language Arts: Content Standard	1.R.1.B.e

1 B MLS e	**Develop and apply skills to the reading process.**
	Vocabulary
	Develop an understanding of vocabulary by:
	determining what words mean from how they are used in context of a sentence either heard or read

Expectation Unwrapped	DOK Ceiling – 2
The student will develop an understanding of vocabulary by determining what unknown words mean using context clues in text that is read independently or text from read-alouds.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas	

Grade 1 English Language Arts: Content Standard		1.R.1.B.f
1 **B** **MLS** **f**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: sorting words into conceptual categories	

Expectation Unwrapped	DOK Ceiling – 2
The student will develop an understanding of vocabulary by sorting words into categories based on topic or idea using text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with all subject areas	

Grade 1 English Language Arts: Content Standard		1.R.1.B.g
1 **B** **MLS** **g**	**Develop and apply skills to the reading process.** **Vocabulary** Develop an understanding of vocabulary by: distinguishing shades of meaning among verbs and adjectives	

Expectation Unwrapped	DOK Ceiling – 2
The student will develop an understanding of vocabulary by distinguishing shades of meaning among verbs and adjectives in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Students must have prior knowledge of verbs, as taught in kindergarten. • Students will be introduced to adjectives. • Shades of meaning: e.g., jog, run, sprint; mad, angry, furious	

Grade 1 English Language Arts: Content Standard	1.R.1.B.h

1 **B** **MLS** **h**	**Develop and apply skills to the reading process.**
	Vocabulary
	Develop an understanding of vocabulary by:
	locating words in a dictionary

Expectation Unwrapped	DOK Ceiling – 1
The student will develop an understanding of vocabulary in text by locating words in a dictionary.	**Item Format**
	Selected Response, Constructed Response, Technology Enhanced
	Text Types
	Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
	Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.1.C.a
1 **C** **MLS** **a**	**Develop and apply skills to the reading process.** **Making Connections** Determine the connection between: text to text (text ideas, including similarities and differences in fiction and nonfiction)	

Expectation Unwrapped	DOK Ceiling – 3
The student will determine the connection when comparing and/or contrasting two texts or text types.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with all subject areas • Includes fiction to fiction; nonfiction to nonfiction; fiction to nonfiction texts	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.2.A.c

2 A MLS c	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: describe sensory details

Expectation Unwrapped	**DOK Ceiling** – 2
• The student will read, infer, analyze, and/or draw conclusions to describe sensory details of a text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries • Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells • When assessing this standard, students will independently read a grade level text.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.2.A.d
2 **A** **MLS** **d**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: explain recurring phrases and why they are used	

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, analyze, and/or draw conclusions to explain repeated phrases and how they add meaning and/or change the text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries • Appropriate texts that have repeated phrases • Repeated phrases: e.g., Once upon a time, They lived happily ever after, repeated phrases within poems, repeated phrases within books • When assessing this standard, students will independently read a grade level text.	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.2.A.e

2 A MLS e	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: explain the actions of the main character and the reasons for those actions

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, analyze, and/or draw conclusions to identify the main character in text. • The student will read, infer, analyze, and/or draw conclusions to identify the actions of the main character in text. • The student will read, infer, analyze, and/or draw conclusions to explain why the main character chose those actions in text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries • Text with strong character actions • When assessing this standard, students will independently read a grade level text.	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.2.A.f

2 **A** **MLS** **f**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Fiction** Read, infer, analyze, and draw conclusions to: identify who is telling the story

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, analyze, and/or draw conclusions to identify the narrator of a story in text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
Content Limits/Assessment Boundaries • When assessing this standard, students will independently read a grade level text.	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.2.B.a

2 **B** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Poetry** Read, infer, analyze, and draw conclusions to: use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	

Expectation Unwrapped	DOK Ceiling – 1
• The student will read, infer, and/or draw conclusions to use rhyme to identify a regular beat and similarities in word sounds in text. • The student will read, infer, and/or draw conclusions to use rhythm to identify a regular beat and similarities in word sounds in text. • The student will read, infer, and/or draw conclusions to use alliteration to identify a regular beat and similarities in word sounds in text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry
Content Limits/Assessment Boundaries	Sample Stems
• Students need to understand the concept of rhythm, rhyme, and alliteration • Rhyme: pattern of repetition in two or more words that make similar sounds • Rhythm: the beat of sounds in a pattern • Alliteration: when words start with the same sound in a phrase or sentence	

Grade 1 English Language Arts: Content Standard		1.R.2.C.a
2 **C** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Drama** Read, infer, analyze, and draw conclusions to: identify characters and dialogue in plays or performances by actors	

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and/or draw conclusions to identify the character(s) in plays and/or performances by actors. • The student will read, infer, and/or draw conclusions to identify which character is speaking in plays and/or performances by actors. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., drama
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies (use dramas) • Recommendation to use reader's theater	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.2.C.b
2 **C** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.** **Drama** Read, infer, analyze, and draw conclusions to: recognize sensory details in literary texts	

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and/or draw conclusions to recognize sensory details within a drama. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., drama
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies (use dramas) • Recommendation example: Goldilocks and the Three Bears • Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.3.A.a

3 **A** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, analyze, and draw conclusions to: use text features to restate the main idea

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and draw conclusions to identify text features. • The student will read, infer, and/or draw conclusions and use text features to restate the main idea of a nonfiction text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies • Text features: e.g., title, author, table of contents, illustrations, glossary, charts, graphs	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.3.A.d

3 A MLS d	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Features** Read, infer, analyze, and draw conclusions to: follow written multi-step directions with picture cues to assist with understanding

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and/or draw conclusions to follow written multi-step directions. • The student will use picture cues to assist with understanding when following written multi-step directions. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Cross-curricular ties with all subject areas • Recommendation for students to read an informational article about a butterfly's life cycle. After reading, students will re-create the life cycle.	

Grade 1 English Language Arts: Content Standard	1.R.3.B.a

3 **B** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Literary Techniques** Read, infer, analyze, and draw conclusions to: distinguish between fiction and nonfiction

Expectation Unwrapped	DOK Ceiling – 1
• The student will read, infer, and/or draw conclusions to distinguish between fiction and nonfiction when reading or during read-alouds. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with social studies • There must be a fiction text with which to compare a nonfiction text.	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.3.B.b

3 **B** **MLS** **b**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Literary Techniques** Read, infer, analyze, and draw conclusions to: identify examples of sensory details

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and/or draw conclusions to identify examples of sensory details within nonfiction text when reading or during read-alouds. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with social studies • Sensory details: language that appeals to the five senses and evokes images of how something looks, feels, sounds, tastes, and/or smells	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.3.C.a
3 **C** **MLS** **a**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, analyze, and draw conclusions to: ask and answer questions to clarify meaning	

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, and/or draw conclusions to ask relevant questions to clarify meaning in response to reading nonfiction text and read-alouds. • The student will read, infer, and/or draw conclusions to respond to relevant questions to clarify meaning of nonfiction text and/or read-alouds. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with all subject areas • Relevant questions: text-dependent questions • Clarify meaning: prove with details	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.R.3.C.c
3 **C** **MLS** **c**	**Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** **Text Structures** Read, infer, analyze, and draw conclusions to: describe the connection between two individuals, events, ideas, or pieces of information in a text	

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, and/or draw conclusions to describe the connection between individuals, events, ideas, or pieces of information within a nonfiction text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.3.C.d

3 C MLS d	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. **Text Structures** Read, infer, analyze, and draw conclusions to: identify reasons an author gives to support points in a text

Expectation Unwrapped	DOK Ceiling – 2
• The student will read, infer, and/or draw conclusions to identify the reasons an author gives to support important points within a nonfiction text. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies • This is the prerequisite knowledge for grade 2 author's purpose standard 2.R.3.C.d	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.3.C.e

3 C MLS e	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. **Text Structures** Read, infer, analyze, and draw conclusions to: identify similarities and differences between texts on the same topic

Expectation Unwrapped	DOK Ceiling – 3
• The student will read, infer, and/or draw conclusions to identify similarities and differences between nonfiction texts on the same topic. • The student will apply strategies in text from different cultures and times.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.4.A.a

4 A MLS a	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. **Digital and Media Literacy** With assistance, develop an awareness of media literacy by: distinguishing purposes of media

Expectation Unwrapped	DOK Ceiling – 2
The student will, with assistance, develop an awareness of media literacy by distinguishing the purposes of various types of media (information and entertainment) and how they impact meaning.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Example of information: Discovery Kids • Example of entertainment: Go Noodle • Media literacy: the ability to understand, analyze, and evaluate media • Media: the means (e.g., print, broadcast, digital) through which a message is conveyed (e.g., advertisements, newspapers, radio programs)	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.R.4.A.b

4 A MLS a	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. **Digital and Media Literacy** With assistance, develop an awareness of media literacy by: explaining techniques used in media

Expectation Unwrapped	DOK Ceiling – 2
The student will, with assistance, develop an awareness of media literacy by explaining techniques that are used within media and how these impact meaning.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Examples of techniques used in media: sound, movement (e.g., listening to a story and hearing thunder sounds in the background)	

Reading Foundations

Grade 1 English Language Arts: Content Standard	1.RF.1.A.a
1 **A** **MLS** **a**	**Understand how English is written and read (Start of Reading Foundations).** **Print Awareness** Develop print awareness in the reading process by: recognizing that sentences are comprised of words separated by spaces

Expectation Unwrapped	DOK Ceiling – 1
The student will develop print awareness in the reading process by recognizing that sentences are made up of individual words with spaces in between each word.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.RF.1.A.b

1 A MLS b	**Understand how English is written and read (Start of Reading Foundations).** **Print Awareness** Develop print awareness in the reading process by: recognizing the distinguishing features of a sentence	

Expectation Unwrapped	**DOK Ceiling** – 1
The student will develop print awareness in the reading process by recognizing sentence features.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries	**Sample Stems**
• Sentence features: e.g., capitalization of the first word, punctuation at the end of a sentence	

Grade 1 English Language Arts: Content Standard	1.RF.3.A.g

3 A MLS g	Understand how English is written and read.
	Phonics
	Develop phonics in the reading process by:
	reading irregularly spelled words

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by reading irregularly spelled words in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Irregularly spelled words: e.g., their, eight, said	

Grade 1 English Language Arts: Content Standard	1.RF.3.A.h

3 A MLS h	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading root words with inflectional endings	

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by reading root words with inflectional endings in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative |
| **Content Limits/Assessment Boundaries** | **Sample Stems** |
| • Student needs to be familiar with inflectional endings (e.g., jump, jumps, jumped, jumping) | |

Grade 1 English Language Arts: Content Standard		1.RF.3.A.i
3 **A** **MLS** **i**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: reading contractions and compound words	

Expectation Unwrapped	DOK Ceiling – 1
• The student will develop phonics in the reading process by reading contractions in text. • The student will develop phonics in the reading process by reading compound words in text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Students need to be familiar with contractions and how they are formed. • Students need to be familiar with compound words and how they are formed.	**Sample Stems**

Grade 1 English Language Arts: Content Standard	1.RF.3.A.k

3 **A** **MLS** **k**	**Understand how English is written and read.** **Phonics** Develop phonics in the reading process by: demonstrating decoding skills when reading

Expectation Unwrapped	DOK Ceiling – 1
The student will develop phonics in the reading process by demonstrating decoding skills when reading text.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative

Content Limits/Assessment Boundaries	Sample Stems
• Decoding skills: e.g., using spelling patterns, blends, digraphs, long and short vowels, irregularly spelled words, high-frequency words	

Grade 1 English Language Arts: Content Standard	1.RF.4.A.a

4 A MLS a	Understand how English is written and read.
	Fluency
	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary

Expectation Unwrapped	DOK Ceiling – 1
• The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) and with a purpose in mind. • The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with comprehension in mind. • The student will use comprehension skills to self-confirm and/or correct while reading within context.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types **Literary**: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction **Informational**: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
Content Limits/Assessment Boundaries • Local and district-based assessments	**Sample Stems**

Writing

Grade 1 English Language Arts: Content Standard	1.W.1.A.a
1 **A** **MLS** **a** **Apply a writing process to develop a text for audience and purpose.** **Prewriting** Follow a writing process to plan a first draft by: brainstorming and recording key ideas	

Expectation Unwrapped	DOK Ceiling – 2
The student will follow a writing process by brainstorming and recording key ideas.	**Item Format**
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed • Cross-curricular ties with science and social studies • The writing process is not genre specific; it applies to all writing. • Graphic organizers are suggested for the brainstorming process. • Examples of recording key ideas: graphic organizers, writing folders	

Grade 1 English Language Arts: Content Standard		1.W.1.D.a
1 **D** **MLS** **a**	**Apply a writing process to develop a text for audience and purpose.** **Produce/Publish and Share Writing** With assistance from adults/peers: use a variety of conventional/digital tools to produce and publish writing	

Expectation Unwrapped	DOK Ceiling – 3
The student will, with assistance from adults and/or peers, use a variety of conventional or digital tools to publish writing.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The writing process is not genre specific; it applies to all writing. • Students can use paper/pencil or digital technology to publish their writing. • Conventional and digital tools: e.g., paper/pencil, computer	

Grade 1 English Language Arts: Content Standard		1.W.3.A.a
3 **A** **MLS** **a**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: generate a list of open-ended questions about topics of interest	

Expectation Unwrapped	DOK Ceiling – 2
The student will, with assistance, apply the research process to generate a list of open-ended questions about topics of interest.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Examples: What is your favorite memory from this school year? How did you and your best friend meet? • What makes the leaves change colors? Who are the leaders of our community?	• What questions would you like to ask about your topic?

Grade 1 English Language Arts: Content Standard		1.W.3.A.b
3 **A** **MLS** **a**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: decide what sources of information might be relevant to answer these questions	

Expectation Unwrapped	DOK Ceiling – 2
The student will, with assistance, apply the research process to decide what variety of informational sources may be relevant to their questions and/or answer their questions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process.	• Where can you find answers to your questions about [TOPIC]?

Grade 1 English Language Arts: Content Standard		1.W.3.A.d
3 **A** **MLS** **d**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: organize information found during group or individual research, using graphic organizers or other aids	

Expectation Unwrapped	DOK Ceiling – 2
The student will, with assistance, apply the research process to organize information found from sources during group or individual research by using graphic organizers or other aids.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Cross-curricular ties with science and social studies • The student will use the writing process. • Aids: e.g., writing folder, anchor charts	

Grade 1 English Language Arts: Content Standard	1.W.3.A.e

3 A MLS e	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: make informal presentations of information gathered

Expectation Unwrapped	**DOK Ceiling** – 2
The student will, with assistance, apply the research process to make an informal presentation of the information he/she has gathered.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Cross-curricular ties with science and social studies • The student will use the writing process.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.W.3.A.f
3 **A** **MLS** **f**	**Gather, analyze, evaluate, and use information from a variety of sources.** **Research Process** With assistance, apply research process to: self-evaluate using previously established teacher/student criteria	

Expectation Unwrapped	DOK Ceiling – 2
• The student will, with assistance, apply the research process to self-evaluate. • The student will, with assistance, apply the research process using previously established teacher/student criteria.	**Item Format** Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Locally assessed • Cross-curricular ties with science and social studies • The student will use the writing process. • Self-evaluate: to make a judgment of quality of one's own work • Teacher/student criteria: e.g., rubrics, graphic organizers, etc.	

Language

Grade 1 English Language Arts: Content Standard	1.L.1.A.a

1 A MLS a	Communicate using conventions of English language. **Grammar** In speech and written form, apply standard English grammar to: use nouns and action verbs that designate past, present, and future in sentences	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to create sentences with nouns and action verbs to show proper past, present, and future tenses. • The student will need to know how to communicate using nouns and verbs in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.A.b
1 **A** **MLS** **b**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use adjectives/adverbs in sentences	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to use adjectives in a sentence. • The student will, in speech and written form, apply standard English grammar to use adverbs in a sentence. • The student will need to know how to communicate using adjectives and adverbs in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
• Teaching the grammar within the writing helps students make a connection. • Adjectives: words that describe a noun • Adverbs: words that describe a verb	

Grade 1 English Language Arts: Content Standard		1.L.1.A.c
1 **A** **MLS** **c**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use the conjunctions and, but, and so in sentences	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to use the conjunctions and, but, and so in sentences. • The student will need to know how to communicate using conjunctions in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Teaching the grammar within the writing helps students make a connection.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.A.d
1 **A** **MLS** **d**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use the articles *a*, *an*, and *the* in sentences	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to use the articles *a*, *an*, and *the* in sentences. • The student will need to know how to communicate using articles a, an, and the in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Teaching the grammar within the writing helps students make a connection. • Article: the words *a*, *an*, and *the*, which are used to modify a noun	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.A.e
1 **A** **MLS** **e**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use common prepositions	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to use common prepositions. • The student will need to know how to communicate using prepositions in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Teaching the grammar within the writing helps students make a connection. • Common prepositions to be determined by individual districts • Prepositions are usually placed before a noun to show that noun's relationship to something else in the sentence.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.A.f
1 **A** **MLS** **f**	**Communicate using conventions of English language.** **Grammar** In speech and written form, apply standard English grammar to: use common prepositions	

Expectation Unwrapped	DOK Ceiling – 1
• The student will, in speech and written form, apply standard English grammar to use common pronouns. • The student will need to know how to communicate using pronouns in writing and speaking.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Teaching the grammar within the writing helps students make a connection. • Common prepositions to be determined by individual districts • Prepositions are usually placed before a noun to show that noun's relationship to something else in the sentence.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.B.a
1 **B** **MLS** **a**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: print legibly, using correct spacing between words and sentences	

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, print clearly and use correct spacing between words and sentences.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Print type to be determined by individual district.	

	Grade 1 English Language Arts: Content Standard	1.L.1.B.d
1 **B** **MLS** **d**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: use commas to separate single words in a series	

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, use commas to separate a group of common words in a series within a sentence.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Teaching the grammar within the writing helps students make a connection. • Commas in a series: e.g., Jim likes bananas, oranges, and grapes for breakfast.	

Grade 1 English Language Arts: Content Standard		1.L.1.B.e
1 **B** **MLS** **e**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: spell words using regular spelling patterns	

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, spell words using spelling patterns.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Word families: a group of words that share a common base (e.g., an - fan, pan, plan) • Onset and Rime: a group of words that share a common base (e.g., an - fan, pan, plan) • Spelling Patterns: word families, onset/rime	

Grade 1 English Language Arts: Content Standard		1.L.1.B.f
1 **B** **MLS** **f**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: spell words phonetically using phonemic awareness and spelling knowledge	

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, use prior spelling knowledge to break apart the sounds to identify the letter(s) that represent the sounds needed to spell the word.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Phonemic awareness/letter-sound correspondence: e.g., *chow—ch ow*	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.L.1.B.g
1 **B** **MLS** **g**	**Communicate using conventions of English language.** **Punctuation, Capitalization, Spelling** In written text: arrange words in alphabetical order to the first letter	

Expectation Unwrapped	DOK Ceiling – 1
The student will, in written text, arrange words in alphabetical order by the first letter.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Students must have prior knowledge of the alphabet.	

Speaking/Listening

Grade 1 English Language Arts: Content Standard	1.SL.1.A.a
1 **A** **MLS** **a**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules

Expectation Unwrapped	DOK Ceiling – 1
• The student will develop and apply effective listening skills and strategies in formal settings by following classroom listening rules by listening for a purpose. • The student will develop and apply effective listening skills and strategies in informal settings by following classroom listening rules by listening for a purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Cross-curricular ties with all subject areas • Formal settings: structured settings (e.g., classroom, presentations) • Informal settings: unstructured settings (e.g., conversations, cafeteria, in line, restroom)	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.SL.1.A.b
1 **A** **MLS** **b**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: building on others' talk in conversations by responding to the comments of others	

Expectation Unwrapped	DOK Ceiling – 2
The student will develop and apply effective listening skills and strategies in formal and informal settings by building on others' conversations and responding to others' comments by listening for a purpose.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Assessed by teacher observation • Cross-curricular ties with all subject areas • Collaborative work would be a good time for students to develop this skill.	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.SL.1.A.c
1 **A** **MLS** **c**	**Listen for a purpose.** **Purpose** Develop and apply effective listening skills and strategies in formal and informal settings by: following two-step instructions, according to classroom expectations	

Expectation Unwrapped	DOK Ceiling – 2
The student will listen for a purpose to develop and apply effective listening skills and strategies in formal and informal settings by following two-step instructions according to classroom expectations.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Not assessable on a large scale • Cross-curricular ties with all subject areas • Students must have the ability to follow one-step instructions, as introduced in kindergarten.	

Grade 1 English Language Arts: Content Standard	1.SL.2.A.a

2 A MLS a	Listen for entertainment.
	Entertainment
	Develop and apply effective listening skills and strategies in formal and informal settings by:
	demonstrating active listening, according to classroom expectations

Expectation Unwrapped	DOK Ceiling – 2
The student will listen for entertainment to develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening that follows classroom expectations.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Assessed by teacher observation • Cross-curricular ties with all subject areas • Active listening skills: e.g., nonverbal cues to show understanding, like nodding; paraphrasing to show understanding	

Grade 1 English Language Arts: Content Standard		1.SL.3.A.a
3 **A** **MLS** **a**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns speaking, according to classroom expectations	

Expectation Unwrapped	DOK Ceiling – 2
The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by taking turns speaking, according to classroom expectations during collaborative discussions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Assessed by teacher observation • Cross-curricular ties with all subject areas	

Grade 1 English Language Arts: Content Standard		1.SL.3.A.b
3 **A** **MLS** **b**	**Speak effectively in collaborative discussions.** **Collaborative Discussions** Speak clearly and to the point, using conventions of language when presenting individually or with a group by: building on others' talk in conversations by responding to comments of others	

Expectation Unwrapped	DOK Ceiling – 2
The student will speak clearly and to the point, using conventions of language when presenting individually or with a group by building on others' conversations and responding to others' comments in collaborative discussions.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
• Assessed by teacher observation • Cross-curricular ties with all subject areas	

Grade 1 English Language Arts: Content Standard		1.SL.4.A.a
4 **A** **MLS** **a**	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding	

Expectation Unwrapped	**DOK Ceiling** – 2
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Assessed by teacher observation • Cross-curricular ties with all subject areas	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.SL.4.A.b
4 **A** **MLS** **b**	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: reciting poetry with a group or individually	

Expectation Unwrapped	DOK Ceiling – 1
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by reciting poetry.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries • Assessed by teacher observation	**Sample Stems**

Grade 1 English Language Arts: Content Standard		1.SL.4.A.c
4 **A** **MLS** **c**	**Speak effectively when presenting.** **Presenting** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using complete sentences and adjusting volume, as needed	

Expectation Unwrapped	DOK Ceiling – 1
The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using complete sentences and adjusting volume as needed.	**Item Format** Selected Response, Constructed Response, Technology Enhanced
	Text Types
Content Limits/Assessment Boundaries - Assessed by teacher observation - Cross-curricular ties with all subject areas - Volume: loudness and/or softness of voice	**Sample Stems**